WHAT'S THE

MATR

1023 South U.S. 27 • St. Johns, MI • 48879
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Website: www.cenmi.org/matr

MATR Michigan's Assistive Technology Resource

1 The overall purpose of MATR is to provide information services, support materials, technical assistance, and training to local and intermediate school districts in Michigan to increase their capacity to address the assistive technology needs of students with disabilities
2 MATR's website is www.cenmi.org/matr/
3 Services to schools are FREE and include:
  · Support to IEP team members during the process of considering AT
  · Equipment loan program for trials of AT to schools
  · A software loan library for parents and school personnel
  · Training - inservice workshops, intensive trainings and development of training materials

If we are to serve all kids, we need to connect and collaborate with one another

Regional

■ Region 1A
 Region 1
▩ Region 2
■ Region 3
■ Region 4
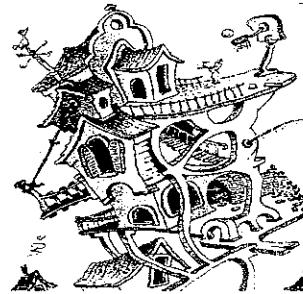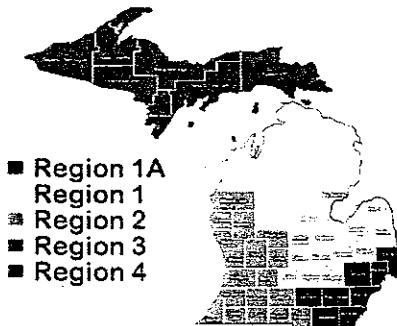
http://www.cenmi.org/matr/regional_map.asp

Resources

Local | Regional | State | National |
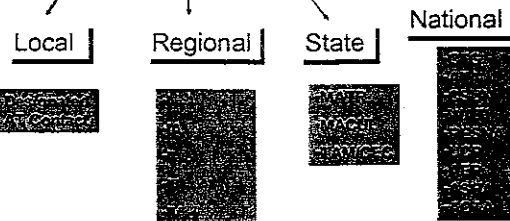
MATR

MATR Training

- During the 2004-2005 School Year, MATR Staff provided training to over 1300 people State-wide on various Assistive Technology topics
- Several levels of trainings/assistance
  1. Minimal Assistance / Telephone & E - mail
  2. Moderate Assistance / Supported Training
  3. Maximum Assistance / Intensive Training
- Statewide Conference
- MATR Sponsored Training Events

Requests for Assistance by Region

- □ Region IA
- ■ Region I
- □ Region II
- □ Region III
- ■ Region IV
- □ Other
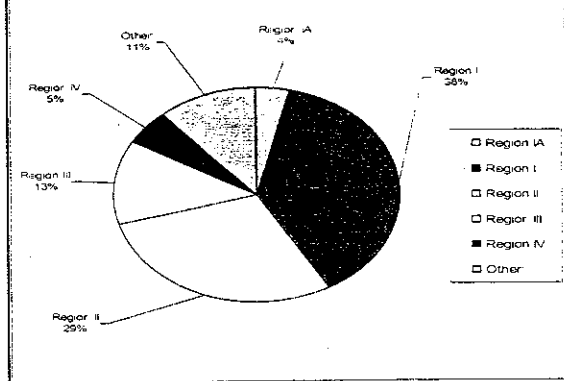
Support Materials

- Training Modules
- Resource CD
- Tool Kits (based in Regions)
- Additional Kits:
  - Switch Kit
  - Math Kit
  - Early Childhood
  - Institutions of Higher Education (IHE's)

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Lending Library

- Loaned approximately 600 items in past year
- Added numerous items from inventory and requests
- Extension of loan period from 6 to 8 weeks
- Online loan agreement forms
- Photographs and descriptions of items of library on website

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MATR LOANS BY REGION

MATR Website

- www.cenmi.org/matr

Provides many valuable resources including: training materials, tutorials, lending libraries and other valuable information

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MATR provides information services, support materials, technical assistance, and training to local and intermediate school districts in Michigan to increase their capacity to address the needs of students with disabilities for assistive technology.

MATR MATERIALS	EVENTS	MATR NEWS	INFORMATION

Links

Michigan Sites | AT Related Sites |
Fun Sites for Kids | Visual Impairment Sites |
Other Sites | Sites with Free Stuff |

This page is maintained regularly. However, links can change without notice. If you find a link that is no longer valid, please contact us by e-mail at ____

Michigan Sites

MATR Events

Click on the name of the month to access a menu for previous and future months or scroll through the months by selecting the next month or previous month link located on the calendar.

To see a list of all events, select the list view link.

September 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat

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1403 South I-75 27
St. Johns, MI 48879
800-274-7426

MATR Materials

Click more and a window opens up with a larger picture of the item and a link to the manufacturer.

Pocket Talker
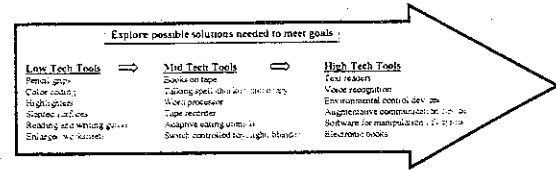The Pocket Talker has 22 seconds of speech recording. Buttons 1 and 2 have eight seconds each, while buttons 3, 4 and 5 have about five seconds each. Can record 2 or more (split) minutes.

MATR Inventory #:
Manufacturer:

Funding

Funding Sources (Updated 6/3/05)

GENERAL INFORMATION
In this section of our Web site we will provide information on all aspects of funding, including:

- Tips for writing grants
- Where to find funding
- Links to websites and related resources regarding funding

GETTING STARTED
To begin the process of applying for funding, you should have a clear idea of what you want to implement, have answers to the following questions:

- What do I want to accomplish?
- Who is the target population?
- What will the measurable outcomes be?
- What are the timelines?

Shared Tutorials & Resources

In an effort to be the statewide hub for information dissemination, MATR is gathering tutorials/inservice presentations from assistive technology personnel throughout the state. All identifying information will be left and credit will be given to the original author.

In addition, MATR staff will create tutorials as well as provide links to manufacturer tutorials. We hope this will eliminate some redundancy and allow AT personnel to spend less time preparing presentations and more time sharing the information.

Please forward any tutorials you are willing to share to ____

Social Script Books	
Visual Supports for Students with Autism	
Transitioning with Assistive Technology	
Assistive Technology for Math and Science Classes	
Communication Strategies and Technology Solutions for Students with ASD	

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State Assessments, Accommodations, and Assistive Technology

Assistive Technology Continuum

Assistive Technology is a continuum of tools, strategies, and services that match a student's needs, abilities and tasks

Explore possible solutions needed to meet goals

Low Tech Tools ⇒	Mid Tech Tools ⇒	High Tech Tools
Pencil grips	Books on tape	Text readers
Color coding	Talking spell check/dictionary	Voice recognition
Highlighters	Word processor	Environmental control devices ⇒
Simple switches	Tape recorder	Augmentative communication devices
Reading and writing guides	Adaptive eating utensils	Software for manipulation of objects
Enlarge worksheets	Switch controlled toy, light, blender	Electronic books

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Standard vs. Non-standard Accommodations for State Objectives

- Standard accommodations do not change what the specific assessment is measuring
- Non-standard accommodations do change what the assessment is measuring

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Accommodation Types

- Presentation
- Response
- Timing/Scheduling
- Setting

Why use Accommodations?

- Allow student access to the assessment
- Without the accommodation the student would be unable to demonstrate knowledge/performance

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Accommodation Decisions

- IEP team for students receiving special education services
- Should be made by individuals knowledgeable about the student's educational needs (504)
- ELL students will have decisions made by district administrator and classroom teachers

Documenting Accommodations

- On the IEP accommodations are recorded in the "State and District-Wide Assessment" section
- Students with 504 plans are recorded within the written plan
- ELL students are recorded in the student file

Accommodation DO's

- DO use during instruction and carry over to the assessment process
- DO base decisions on accommodations on the specific needs of the student
- DO make team decisions on accommodations
- DO review regularly to determine effectiveness and necessity

Accommodation DONT'S

- DON'T introduce accommodations for the first time on an assessment
- DON'T base on student disability category
- DON'T make the student fit the accommodation(s)
- DON'T rely on previous accommodation(s) without reevaluation/consideration

MATR Summer Institute 2006

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See MATR website (www.cenmi.org/matr) for updates

Assistive Technology – A LIFE TOOL!

THANK YOU

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Assessment Accommodation Decision Making Made Easy – OR Easier?

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MICHIGAN Education

This document was produced and distributed through an IDEA Mandated Activities Project for Michigan's Assistive Technology Resource awarded by the Michigan Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the Michigan Department of Education, the Michigan State Board of Education, or the U.S. Department of Education, and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given. For further information or inquiries about this project contact the Michigan Department of Education, Office of Special Education and Early Intervention Services. P.O. Box 30008, Lansing, Michigan 48909

STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Michigan Department of Education complies with all Federal laws and regulations prohibiting discrimination, and with all requirements of the U.S. Department of Education.

Objectives

- Define assistive technology (AT) devices and services.

- Identify appropriate AT consideration when determining potential accommodations

- Learn SETT decision making process for AT

- Understand importance of team approach to the AT decision-making process

- Define data collection as it relates to AT interventions and trials

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Legal Definition – AT Device

An assistive technology *device* is defined as any item piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability " (34CFRS 300 5)

The IDEA of 2004 (P L 108-446) added an exception to this definition to exclude surgically implanted medical devices It states: "the term [assitive technology device] does not include a medical device that is surgically implanted or the replacement of such device "

Legal Definition – AT Service

- Evaluation
- Acquisition of assistive technology devices
- Selection
- Coordinating
- Training or technical assistance

IDEA Facts

Individuals with Disabilities Act (IDEA 2004) mandates that all children with disabilities are entitled to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

IDEA Facts

IDEA 2004 also requires IEP teams to *consider* the assistive technology needs of students during the development of an IEP.

Documenting Assistive Technology in the IEP

- **How**
- **Where**

Use of a Consideration Framework

- Assistive technology consideration must be tailored to meet the student's individual needs.

- A decision making framework is helpful in determining a student's assistive technology needs.

Example of a Framework for AT Consideration

SETT

Student **E**nvironment **T**asks **T**ools

by
Joy Zabala
www.joyzabala.com

SETT is a framework that assists teams in the consideration process

Critical elements of SETT

- Process
- Communication
- Multiple perspectives
- Collaboration
- Flexibility
- Pertinent information

SETT
By Joy Zabala (1994)
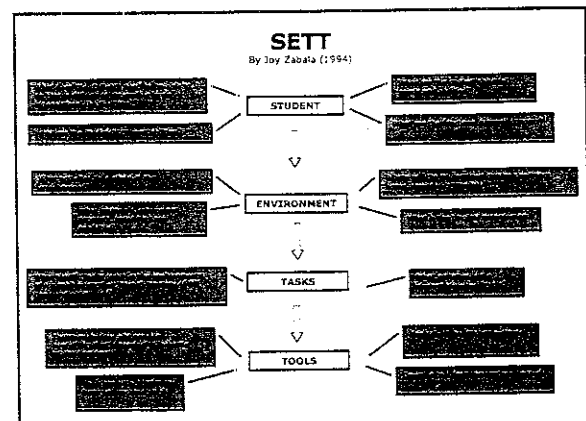
Purpose of the Assistive Technology Team

- The primary role of the Assistive Technology Team is to assist families and school districts in determining a student's requirement (if any) for assistive technology through the IEP, IFSP or Section 504 process

A Team Approach

- Multiple perspectives from a number of disciplines will ensure that the needs of the student will be addressed and services are provided across all environments

- The IEP team is responsible for determining whether a student requires AT to achieve goals and objectives.

Team Members

- Student
- Parent(s) / Guardian
- AT Specialist
- General Education Teacher
- Special Education Teacher
- Occupational Therapist
- Physical Therapist
- Speech-Language Pathologist
- School Psychologist
- Teacher Consultant
- School Administrator (e g Principals Sp Ed Directors etc)
- Paraprofessional
- Instructional Technology Coordinator
- Others (anyone involved with the student)

Documenting team decisions using the data collection process

Data Collection Forms

- Completed SETT Framework
- AT Implementation Plan
- AT Tool Trial List
- Specific Tool Effectiveness Evaluation

SETT Form

Student	Environment	Tasks	Tools

SETT Form

Student	Environment	Tasks
(illegible small text)	*(illegible small text)*	*(illegible small text)*

Tools

(illegible small text)

THE SETT FRAMEWORK - PART II - A
Describing an Assistive Technology Tool System to Address Identified Student Needs
Brainstorming Possible Tools that Match the Description

STUDENT _____ AREA OF ESTABLISHED NEED (See SETT Part I) _____

Enter task descriptions or important functions in each column		
Enter one possible tool in each row		

AT Consideration Quick Wheel

- Contact CEC –
- 888.232.7733
- service@cec.sped.org

Online accessible version of AT Quick Wheel:
http://www.cec.sped.org/law_res/doc/resources/tam/index.html

Boston Support Lists

- On MAIR Resource CD –

  - Consideration and Decision-Making Module
    - Resources
      - Supports List Boston.pdf

Tools and Strategies for Reading and Decoding

- *Skills:*
- reading mechanics   decode   interpret
  drawings   use research tools
- No Tech
- Reading and Decoding
- strategic reading - teach students to look for particular information e.g. review title/chapter headings, locate main ideas, etc.
- reduction – reduce the amount of reading required
- time - adjust allotted time for assignment
- physical/verbal – enhance meaning of reading with gestures, exaggerated facial expressions and intonation during group reading
- choral reading – students read together
- peer tutor - or adult to support or read to student
- finger tap for syllable counting – kinesthetic and auditory reinforcement
- discuss drawings – draw student's attention to the illustrations, show how it relates to the text; locate or specific vocabulary within the illustrations
- reading preview – focus on vocabulary development, story line, background information, etc.
- student interests – use sports, games, characters etc. as reading material
- high interest/low reading level - locate books that are easy to read but interesting to facilitate fluency in reading and motivation

Low Tech

Reading and Decoding

- word walls - to reinforce frequently used words and topic/story vocabulary; create on blackboard, whiteboard, or cards posted on walls; words may be grouped together by category and color-coded
- word rings - another way to reinforce topic/story vocabulary by putting text, drawn/cut-out/scanned pictures/drawings, story characters, Picture Communication symbols, etc. on oaktag cards; then create rings with the cards using binder rings, shower curtain rings, pipe cleaners or yarn
- word dice - words written on each side of a cube (i.e. made from milk cartons) for sight word development, vocabulary, synonyms etc
- highlighting and highlighter tape - removable transparent highlighter tape, highlighters, etc.; identify target vocabulary, words within a larger field of text
- post-its - to cover (delete) sounds or to add letters and change the word
- clear post-its - put over text and use highlighters on top; for diagramming sentences in Project Read; put symbols on clear post-it to avoid damaging textbook
- magnifying glass, word windows, mini-flashlight - for visual tracking of words/letters
- Reading Helper (Specialty Press, Inc.) - 8 ½" X 1 ½" plastic strip with a 1"4" transparent yellow highlighting strip running the length of it; use for visual tracking of words/letters

Mid Tech

Reading and Decoding

- mini flashlight - to support visual tracking while reading (electronics/office supply department stores)
- tape record text - for students to hear review story content or to read along with text
- books on tape - to preview content/sequence of story/text (library, audiotape purchase or rental stores, Recordings for the Blind and Dyslexic)
- video taped versions of stories - to motivate, make story come alive and to preview/review story content
- card reader/recorder - electronic device which speaks aloud text written on a card; provides auditory feedback to support vocabulary/math skills. Let's Go Activity Pak - Say It!, includes Can-Do recorder (Ablenet)
- hand-held talking dictionary/speller - e.g. Franklin Homework Wiz & Speaking Homework Wiz, dictionary/thesaurus; spell check; create personal word list; words appear on small screen; target words, definitions, & synonyms can be pronounced aloud if speaking version; offers practice in cursive and print handwriting; arithmetic tutor & calculator; Speaking Language Master, Special Edition a more sophisticated device which can be customized for different learning disabilities and has adjustable speech speed; ideal for blind users; an extra large screen is provided for visually impaired students (these and other versions available from Franklin Electronic Publishers)
- songs - - teach students original or other songs then use overhead device with song lyrics on the overlays; students read as a group; students take turns tracking the words with a pointer

High Tech

Reading and Decoding

- PowerPoint slide show - create slides of words for word identification, set the timing at a rate appropriate for the student and increase the time as s/he improves the rate
- multimedia software - adapt/modify books by, e.g., using story graphics alone on slides to "tell" the story; putting graphics and text together on slides; rewriting text at lower grade level; adding symbols/rebuses to replace text or to enhance text, etc. e.g., PowerPoint, MicroSoft, IntelliPics (IntelliTools), HyperStudio (Knowledge Adventure), Kid Pix Studio Deluxe (Broderbund)
- symbol/rebus software - to enhance or replace text, e.g., BoardMaker (Mayer Johnson - uses Mayer Johnson Picture Communication Symbols), Writing With Symbols (also Johnson - Mayer Johnson symbols); Picture It & PixWriter (Slater Software - rebus pictures)
- Picture This - CD collection of photographic images to support language/reading (Mayer Johnson)
- screen colors - change the colors on Microsoft Word or PowerPoint to suit the needs of the user, e.g. dark colors on a bright background
- graphic organizers - to preview/review story narrative, vocabulary, characterization, etc. (use low tech), e.g., Inspiration (6-12) & Kidspiration (K-5, talking feature, TouchWindow access) (Inspiration Inc.) software decreases frustration for students who cannot draw; write neatly; can transform a web-map to outline format with one keystroke
- graphic enhancement of text - software which uses pictures or symbols added to a slide to support reading of text; can be used to rewrite text or alongside text, e.g.
- text-to-speech - for reading text on computer, a.k.a. in-text or electronic text; text reading software will read any text (file aloud; freeware/shareware programs are available, e.g., Tex-Edit Plus (Mac) and Text Aloud (PC), which can offer optional highlighting of text as it is read; software such as Write Out/LOUD (WIN/Mac, Don Johnston), IntelliTalk II (WIN/Mac, IntelliTools), CAST eReader (CAST), L & H Omni 3000 (Lernout & Hauspie), TextHelp products, and others have many more options; word speak feature available on Microsoft Word (for Mac), AppleWorks (for Mac, Apple Computer)

Assistive Technology Implementation Plan

- Names of team member(s) responsible for plan implementation.
- Prioritized tasks and tool strategies to be addressed.
- Acquisition of tools
- Training needs and options.
- *Data collection plan* to document outcomes of strategy/tool use or trial periods

Implementation Plan

Tasks/Tools	Implementation Plan
- Document prioritized tasks and tool/strategies identified from the SETT form - Specify when and how tool/strategy will be used	- Document team member roles and responsibilities in the implementation - Be specific about who is going to do what - Set time lines - Set a time to reconvene

Data can come from various sources.

- Performance data can measure student progress toward goals
- Performance data support or disprove solutions tried (tool trials).
- Formal or informal assessment data provide baseline information for specific tasks

Testing Accommodations

- Change the way a student accesses instruction and assessment without changing the actual standards the student is working towards

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- Response
- Timing/Scheduling
- Setting

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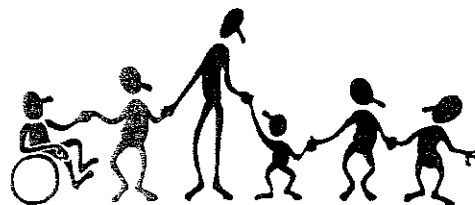
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